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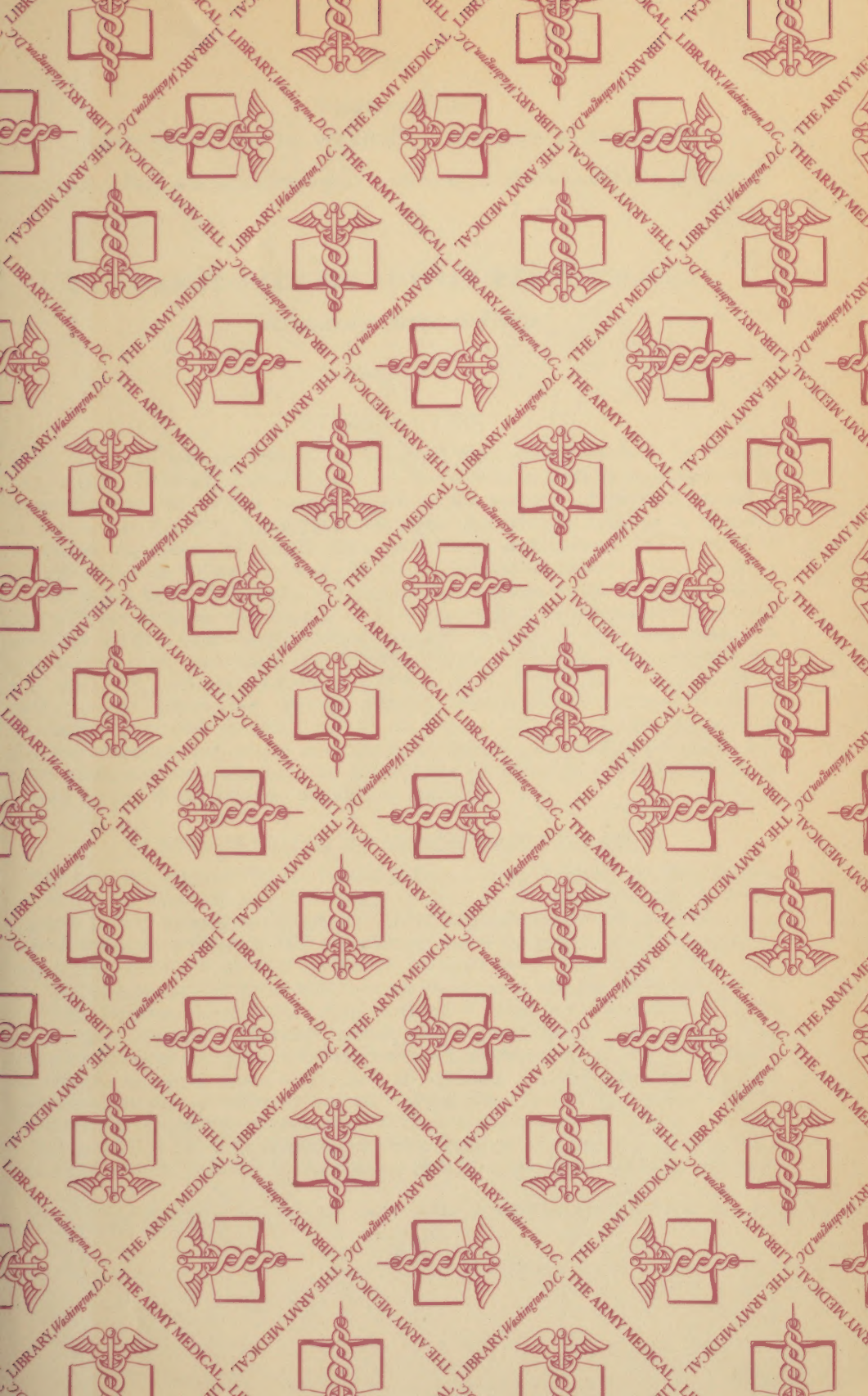


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Supplement to

NEW YORK STATE PHYSICAL FITNESS STANDARDS

*Evaluative Procedures in Physical Activities for Girls and Young Women**

FUNDAMENTALS OF MOTOR PERFORMANCE

Secondary School Girls

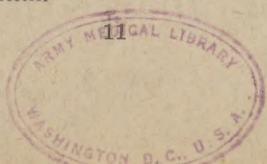
INTRODUCTION

The test materials contained in the handbook *Evaluative Procedures in Physical Activities for Girls and Young Women* are intended to be used as *teaching tools* in connection with the subject matter content of the program of physical education as outlined in the New York State Education Department Syllabus in Physical Education for Secondary School Girls and fitness materials of the State War Council Office of Physical Fitness. If, for example, field hockey is the fall sport in your school at the 11th grade, then the field hockey test would be used in connection with the teaching and learning of that game. If some other game is the fall game for the 11th grade in your school, you will use the battery of tests associated with that activity. Only those test batteries related to activities which comprise the program of physical education for a particular grade level in your school would be used in any one school year. The test materials contained in *Evaluative Procedures in Physical Activities for Girls and Young Women* thus are not the program of physical education, but rather are tools to be used by the teacher for diagnosing pupil needs and for evaluating the achievement of pupils in a certain portion of subject matter of the program of physical education.

FUNDAMENTALS OF MOTOR PERFORMANCE

The activities appraised by the Fundamentals of Motor Performance Test Battery constitute the "hub" of a well balanced program of physical education activities. As such it is to be used to evaluate the broad fundamentals of the program—those factors which are common to skill and efficient use of the body in everyday activities, and which contribute to total fitness of the individual. The items which make up the Fundamentals of Motor Performance Tests merely *sample* the motor skills of running, jumping, throwing, catching, striking, kicking, and the physical abilities of strength, muscular endurance, power, agility, coordination and balance. All typically physical education activities represent combinations of the fundamental, or natural, or racial motor skills; and all typically physical education activities contribute directly or indirectly and in varying proportion to the various physical abilities. The Committee believes these skills and abilities are so basic to all-round achievement that the Fundamentals of Motor Performance Test is established as a prerequisite to certification in the various activity areas of the physical education

* Office of Physical Fitness, New York State War Council—Division of Health and Physical Education, State Education Department. Dr. Hiram A. Jones, Director.



program. Through study of performance on the Fundamentals of Motor Performance Test, the teacher should be better able to spot pupil weaknesses and consequently through specific programing, fulfill individual needs.

The Committee recommends that the test be given to all pupils early in the school year. The teacher may find it desirable to re-test certain students during the year.

REVISED PREREQUISITE REQUIREMENT FOR CERTIFICATION IN AREA TESTS

Referring to 2a on page 8 in the Handbook regarding a score on the Fundamentals of Motor Performance Test battery as a prerequisite to Area certification, the following revision is to be noted:

1. Attain a test score of at least 150 on the battery to qualify for any Merit Area certificate.
2. Attain a test score of at least 400 on the battery to qualify for any Excellent or Superior Area certificate.

SCORING AND SCALING TEST SCORES

- I. There are 8 items in the battery, each of which is scored on a 100 point scale.
- II. All items in the battery are to be given to each girl.
- III. Score is the total number of points (scale scores) scored on the 8 items. Perfect score—800.
- IV. When a student has taken one of the test items, record the score (this is called the raw score). This must be done at the time the test is given. Refer to the scoring table (see pp. 18a-18d) of the supplement to Evaluative Procedures, to find the scale score, and record it. This need not be done at the time the test is given. You will find the scale score by referring to the scoring table, locating the raw score (the one made by the player on the test) and then reading the scale score directly opposite it on the "scale-score" column, as for example: Raw score of 5 ft. 4 in. on the Broad Jump, the appropriate scale score located in column 5 is 38.

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THE TEST ITEMS

1. THE TOP

- a. *Set-up of equipment.* None.
- b. *Description of the test.* Student starts from a stand with feet separated, facing the scorer. On signal, she jumps into the air and turns herself all the way around, keeping her balance on landing without having to move her feet about or touching the floor with her hands. She may move her body to keep her balance as long as the feet are not moved or the floor touched with the hands. She should land on or near the spot from which she jumped. The turn may be made either to the right or to the left. Three trials are allowed.
- c. *Score.* Allow three points if the student makes a full face turn on the jump and keeps her balance on landing without moving feet or touching the floor with her hands. Allow 2 points if the student makes full face turn on the jump, but on landing moves *one* foot to keep her balance. (It is not permissible to touch the floor with her hands.) Allow 1 point if the student makes more than one-half turn but less than a full face turn on the jump and keeps her balance on landing without moving feet about or touching the floor with her hands. Score is the sum of the points earned in three trials.

2. PUSH-UPS

- a. *Set-up of equipment.* Stop watch (or may use watch with second hand).
- b. *Description of the test.* Student lies face down on the floor with body straight and legs together. She bends her knees to a right angle and places her hands on the floor (under the shoulder joint), tips of the fingers even with the shoulders, and pointing forward. On signal she pushes up to a position in which the arms are

straight and the weight is supported entirely on the hands and knees. Next she bends her arms until her *chest* firmly touches the floor. She continues in this manner without pausing until she stops or time is called. Her arms and hips should be straight, her shoulders and back flat, and only her chest should touch the floor when the arms are bent. The exercise is to be repeated continuously as many times as possible within the time limit of 1 minute.

- c. *Score.* One point for each push-up in which: (1) the arms are fully straight when the body is pushed up, (2) shoulders, back and hips in a straight line when the body is pushed up, and (3) only the *chest* makes real contact with the floor when the arms are bent. (Some girls of heavy body build cannot prevent legs and abdomen from grazing the floor, but they must support no body weight in this case.) Count $\frac{1}{2}$ point for each push-up which does not meet the three requirements listed. Score is the sum of the points and half points obtained on push-ups continuously performed until the student stops or time limit is called.

3. SQUAT THRUST

- a. *Set-up of equipment.* Stop watch (or may use watch with second hand).
- b. *Description of the test.* On signal, student starting from a standing position:
 - (1) Takes a deep knee bend and places her hands on the floor in front of her feet in a squat rest position.
 - (2) Jumps and extends her legs backward to a front leaning rest position.
 - (3) Returns to a squat rest position.
 - (4) Stands erect, head up.

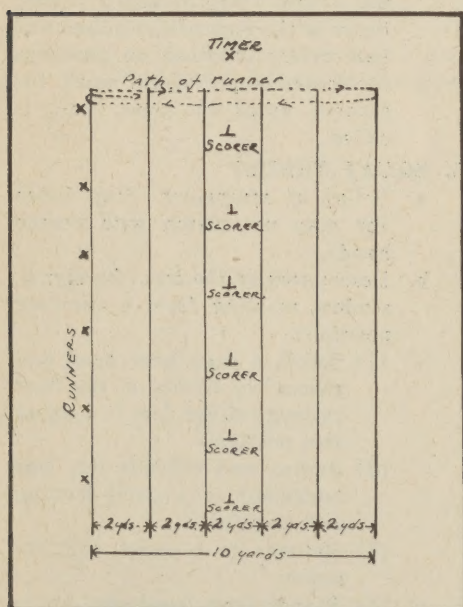
Repeat as many times as possible in the time allowed. Emphasize four distinct counts for each execution of the exercise.

- c. *Score.* Number of complete exercises plus extra half movements made in 30 seconds. After a complete exercise, if the individual then gets at least to the front leaning rest position, add $\frac{1}{2}$.

4. 20-SECOND SHUTTLE RUN

- a. *Set-up of equipment.* Draw six parallel lines at two yard intervals on the gymnasium floor. Draw lines to follow the grain of the floor. Distance from the first line to sixth line is 10 yards. (See Diagram A.) Stop watch (or may use watch with second hand).
- b. *Description of the test.* Student makes a standing start, one foot up to the starting line, the other back of it. On signal "Ready-go," she runs across the ten-yard distance, touches the opposite outside line with one foot, comes back to

DIAGRAM A - SHUTTLE RUN



the starting line, touches it with one foot, turns and keeps going—back and forth—until the whistle signal to stop is given.

- c. *Score.* Number of yards run in 20 seconds. Record score in whole number of yards run. For example, if the runner has run eight times across, turned and passed the four yard line on her ninth trip when time is called, her score for 20 seconds is 84 ($8 \times 10 + 4$). Count yards to the last line crossed. Each time the runner fails to touch or cross an outside line, deduct 2 yards from the total score.

5. STANDING BROAD JUMP

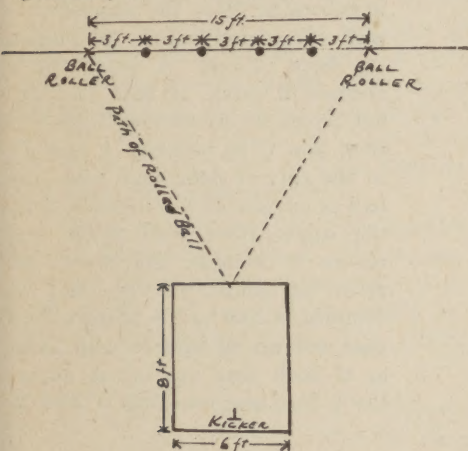
- a. *Set-up of equipment.* One 15 foot tumbling mat, or two 5' x 7' mats securely fastened together lengthwise. Take-off line painted on mat 15 inches from end: line 2 inches wide, 2 feet long. Tape line.
- b. *Description of the test.* Student takes position at take-off line (be sure toes are not over the line at any time of the jump). Student jumps forward on the mat as far as possible.
- c. *Score.* Distance between the back of the heel print nearest the take-off line (or other point touched closer to take-off than the heel print) to the outer edge of the take-off. Three trials are allowed, and the best of the three recorded. Do not record the distance if there is a double jump or if toes go over the take-off. Fouls are counted as trials. Score distance jumped in feet and inches.

6. KICK FOR ACCURACY

- a. *Set-up of equipment.* Well inflated soccer ball. Four jump standards with cross bar or rope placed at 8 feet. Draw a line on the floor at side or end of gymnasium 15 feet long. (May use portion of basketball court boundary lines.) Place four marks 3 feet apart on the 15 feet line as follows: one mark 3

feet from each end and one mark 6 feet from each end. Place a jump standard on each of these four marks. Twelve feet from this back line draw a kicker's box 8 feet in length and 6 feet in width. Center the 6 foot side of the box with the middle of the back line. (See Diagram B.)

Diagram B - Kick for Accuracy



- b. *Description of the test.* Student stands at back of kicker's box. A leader standing alternately at either end of the back line rolls the ball to enter the front portion of the kicker's box. Student kicks the ball through the goal areas. To score, the ball must be kicked within the kicker's box and enter the goal area. Ten trials are allowed with five balls rolled from the left and five from the right.
- c. *Score.* Count 2 points for each kicked ball that crosses the back line between the outer standard and the nearer inner standard on either side (Outer areas) and under the eight foot bar. Count 1 point for each kicked ball that crosses the back line between the inner pair of jump standards (Middle area) and under the eight foot bar. (See Diagram B.) If a kicked ball hits a standard and goes through the middle or outer

areas, score according to area. No score if a kicked ball does not go within the middle or outer areas or goes above the eight foot bar. No score if a kicked ball hits an upright and bounces without passing through the scoring areas. Score is the sum of the points on the ten trials.

7. STRIKING

- a. *Set-up of equipment.* Tennis ball in good condition. Wall or other surface from which the ball will rebound so that it can be struck again. Two lines on the floor parallel to the wall being used as a backboard, the first 5 feet from the wall and the second 10 feet from it. Stop watch (or may use watch with second hand).
- b. *Description of the test.* The student stands, ball in hand, on the 10 foot line. On signal, she drops the ball on the line, and strikes it on the rebound in such manner that it hits the wall. She continues striking it as it rebounds, for a period of 30 seconds, moving about at will. To score, ball on rebound from wall must not strike floor nearer than the 5 foot line or be hit by the player when nearer the wall than the 5 foot line. Disregard the 10 foot line after the ball has been put in play.
- c. *Score.* Number of times the ball is hit against the wall during the 30-second period of time, from points not nearer the wall than the 5 foot line. Balls struck when the player or the ball are nearer to the wall than the 5 foot line do not count on the score. If the ball is missed, recover it and restart the ball from the 10 foot line, continuing the count. Penalty is in loss of time.

8. BALL HANDLING

- a. *Set-up of equipment.* Well inflated basketball. In the middle of an unobstructed wall space, draw a line perpendicular to the floor. Extend this line on the floor to

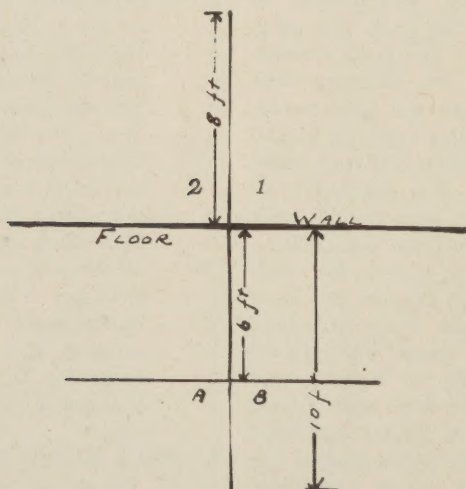
the distance of at least 10 feet from the wall. Draw a line ten feet long on the floor parallel to and 6 feet from the wall, crossing the extension of the vertical line. The wall area to the left of the vertical line is marked 2. The wall area to the right of the vertical line is marked 1. The floor area to the left of the extension of vertical line and behind the 6 foot line is marked A. The floor area to right of the extension of the vertical line and behind the 6 foot line is marked B. (See Diagram C.) Stop watch (or may use watch with second hand).

- b. *Description of the test.* Student starts from A, throws ball to the wall to the *right* of the vertical line (wall space 1), crosses to B, to catch the ball as it rebounds from the wall. Then, without stopping between throws, she throws the ball to hit the wall to the *left* of the vertical line (wall space 2)

crosses to A to catch the ball as it rebounds from the wall. The student continues throwing and catching the ball in this manner for 30 seconds.

- c. *Score.* Number of successful catches in 30 seconds. Count 1 point if both feet are behind the 6 foot line marking the areas A and B when the ball is caught as it rebounds from the appropriate wall space and before it touches the floor. Count $\frac{1}{2}$ point for a successful catch, if both feet are not across the extension of the vertical line (line between A and B) in the correct floor area when the ball is caught as it rebounds from the appropriate wall space and before it touches the floor. No point is made if the ball is dropped, a line ball is thrown, ball does not hit in correct wall area, or if both feet are on or across the 6 foot line marking A and B.

DIAGRAM C - BALL HANDLING



SUGGESTIONS FOR THE ADMINISTRATION OF THE FUNDAMENTALS OF MOTOR PERFORMANCE TEST BATTERY

The following tips may prove helpful in administering the Fundamentals of Motor Performance Test Battery. The plan as outlined would permit the administration of the battery to a class in two testing periods.

The plan is based upon the use of trained student leaders. With proper training, students may be expected to give highly effective assistance. A definite training period should be arranged for teaching the student leaders the testing and scoring procedures. They must be impressed with the need for fairness and accuracy in their work.

Give all students a brief explanation of the scope and purposes of the tests, and use other means to motivate their best efforts and interest, especially before the first giving of the test. After

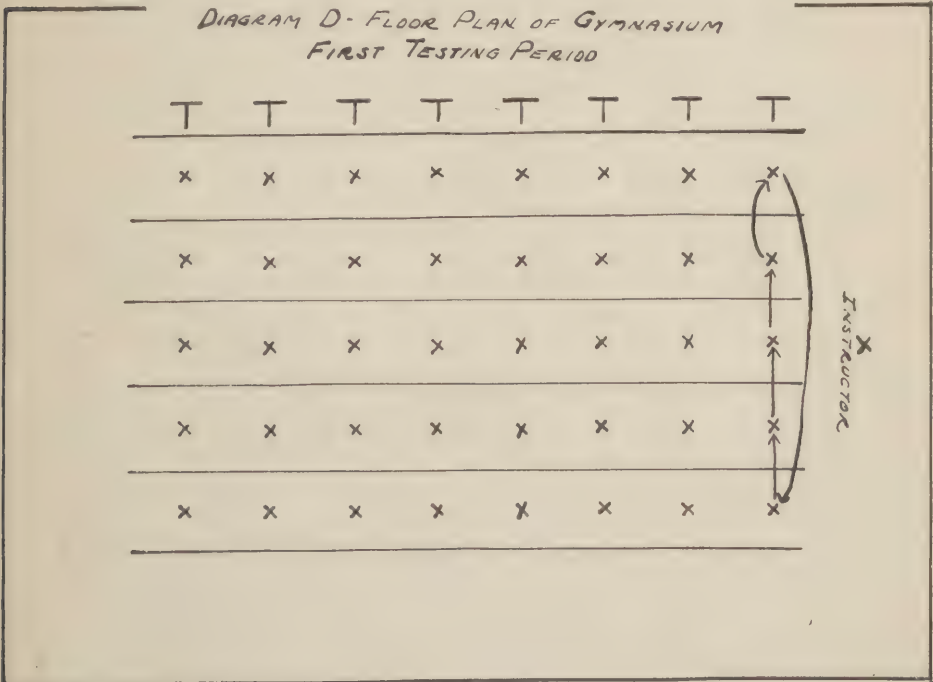
the test has started, refrain from individual motivation or encouragement.

1. First Testing Period
 - a. Top
 - b. Push-up
 - c. Squat Thrust
 - d. Shuttle Run

Diagram D illustrates class organization and floor plan for first testing period.

A. Divide class into squads (from 6 to 10) each with a trained student leader to judge and score individual pupil performance. Place squads in column formation in open order. (See Diagram D.)

B. Instructor gives directions for the Top, followed by a demonstration. On signal, the first girl in each squad takes her test and her score is recorded. At the end of her test she takes her place



Floor lines are for the Shuttle Run—See Diagram A.
 x=Student in position for the Top, Push-ups and Squat Thrusts. Arrows indicate direction of succession of students taking the tests.
 T=Scorers' positions for the same tests.

at the foot of her squad, and the next girl in each line moves up to the testing position. Continue until all have been tested. Directions are given but once.

C. Follow the same procedure for administering the Push-ups and Squat Thrusts as was used for the Top.

D. Move squads to closed order behind starting line for the Shuttle Run. Student scorer moves to the center of the course (See Diagram D). Scorer stands so that starting mark is to her left and the 10-yard mark to her right. Instructor gives directions, followed by a demonstration. On signal, the first girl from each squad comes to the starting line to take her test.

2. Second Testing Period

- e. Broad Jump
- f. Kick for Accuracy
- g. Striking
- h. Ball Handling

Diagram E illustrates class organization for second test period.

A. Retain squad formation from the first testing period. Assign each squad to a testing station.

B. Student leaders in charge of each station explain and demonstrate the test. Squads rotate from station to station.

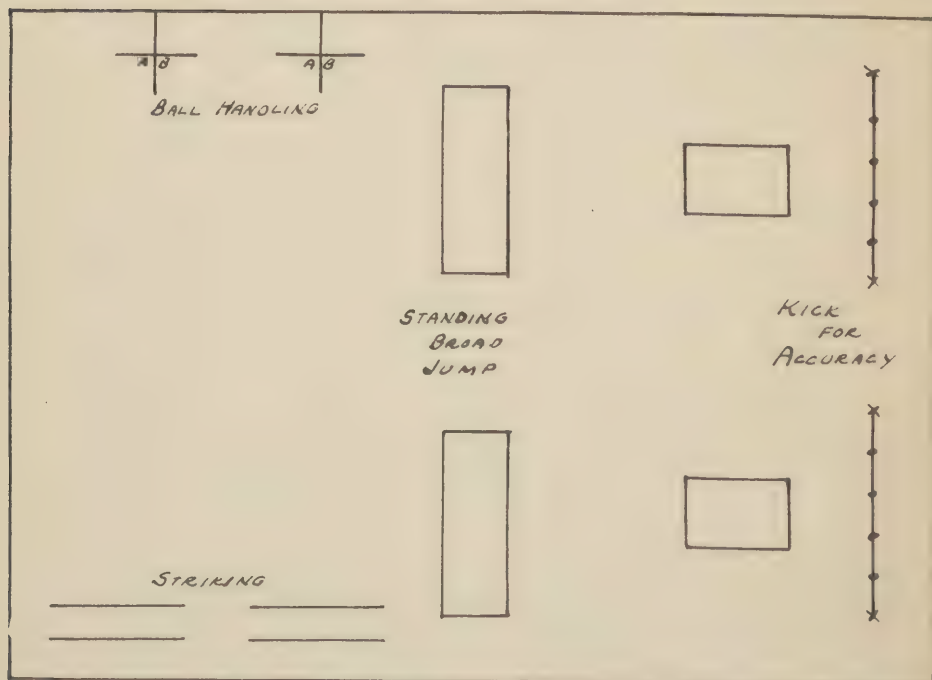
3. Alternative Procedures

A. Under some circumstances the Broad Jump could be included in the first testing period.

B. Where pupil experience warrants, the Top, Push-ups, and Squat Thrusts lend themselves to partner scoring, i.e., alternate squads perform while resting squads score and vice versa. The student leaders record scores for their own squad.

C. Student leaders should be trained to transfer the raw scores to scale scores on the squad sheets and the individual record sheets.

DIAGRAM E. FLOOR PLAN OF GYMNASIUM
SECOND TESTING PERIOD



Scoring Scales for the Fundamentals of Motor Performance—1945

SCALE SCORE	THE TOP	PUSH-UPS ONE MINUTE	SQUAT THRUST 30-SECOND*	SHUTTLE RUN 20-SECOND	STANDING BROAD JUMP*	KICK FOR ACCURACY	STRIKING	BALL HANDLING	SCALE SCORE
100	9	40	24	90	7-9	20	30	40	100
99									99
98				88					98
97		39			7-8		29	39	97
96									96
95		38	23	86	7-7	19		38	95
94									94
93				84	7-6		28		93
92		37			7-5			37	92
91				82					91
90		36	22		7-4	18	27	36	90
89				80					89
88								35	88
87	8	35		78	7-3				87
86							26		86
85		34	21	76	7-2	17		34	85
84									84
83					7-1		25		83
82		33		74	7-0			33	82
81									81
80		32	20	72	6-11	16	24	32	80
79									79
78				70					78
77		31			6-10		23	31	77
76	7			68					76

Scoring Scales for the Fundamentals of Motor Performance—1945 (Cont.)

SCALE SCORE	THE TOP	PUSH-UPS ONE MINUTE	SQUAT THRUST 30-SECOND*	SHUTTLE RUN 20-SECOND	STANDING BROAD JUMP*	KICK FOR ACCURACY	STRIKING	BALL HANDLING	SCALE SCORE
75		30	19		6-9	15		30	75
74									74
73				66			22	29	73
72		29			6-8				72
71				64					71
70		28	18½		6-7	14	21	28	70
69				62					69
68					6-6			27	68
67		27		60	6-5				67
66	6						20	26	66
65		26	18	58	6-4	13			65
64									64
63		25					19		63
62				56	6-3			25	62
61									61
60		24	17	54	6-2	12	18	24	60
59									59
58				52				23	58
57		23			6-1				57
56							17		56
55	5	22	16	50	6-0	11		22	55
54									54
53				48	5-11		16	21	53
52		21			5-10				52
51				46		10			51

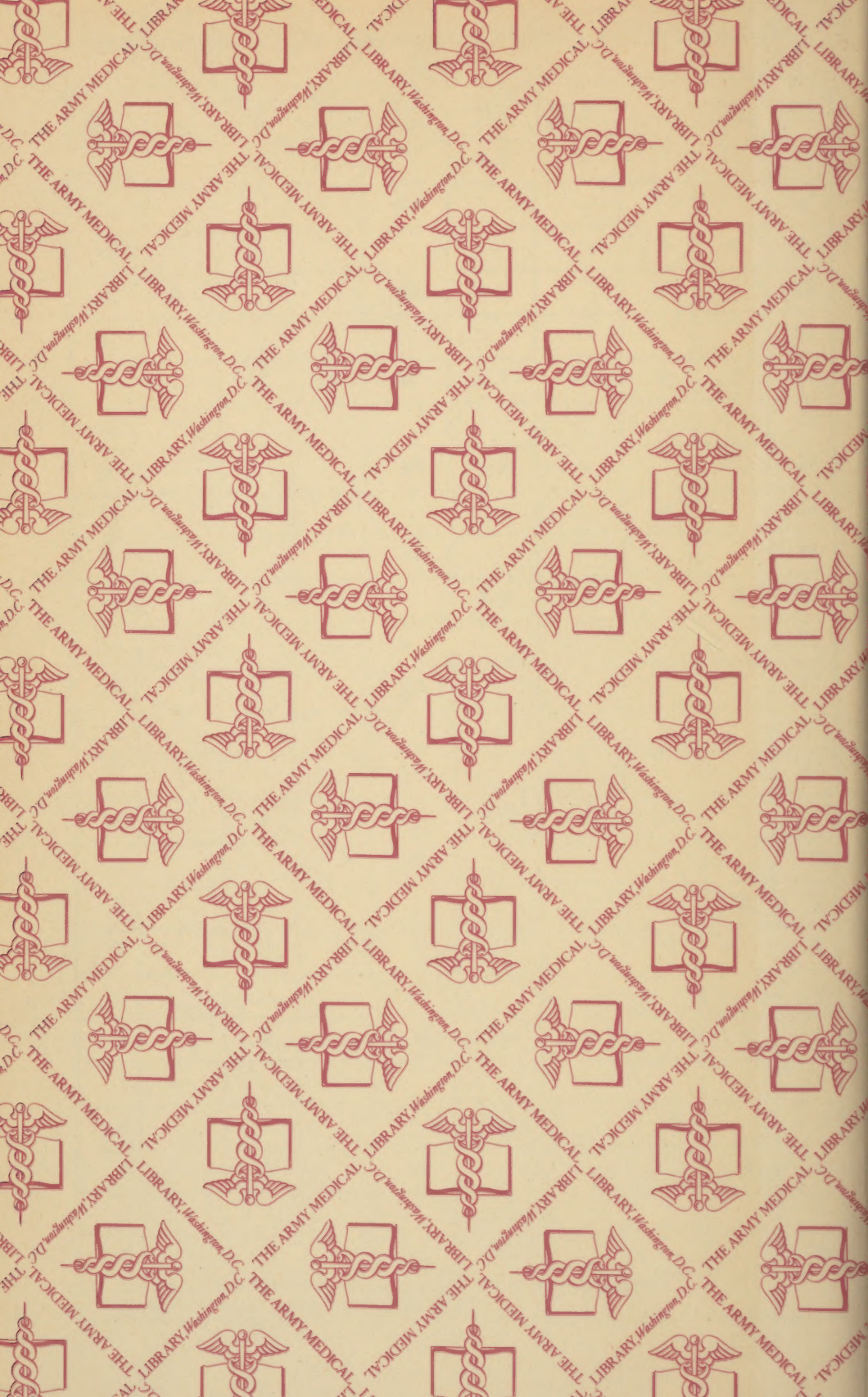
Scoring Scales for the Fundamentals of Motor Performance—1945 (Cont.)

SCALE SCORE	THE TOP	PUSH-UPS ONE MINUTE	SQUAT THRUST 30-SECOND*	SHUTTLE RUN 20-SECOND	STANDING BROAD JUMP*	KICK FOR ACCURACY	STRIKING	BALL HANDLING	SCALE SCORE
50		20	15		5-9		15	20	50
49				44					49
48		19						19	48
47				42	5-8		14		47
46									46
45		18	14½		5-7	9		18	45
44	4			40					44
43		17					13	17	43
42				38	5-6				42
41									41
40		16	14	36	5-5	8	12	16	40
39									39
38		15		34	5-4			15	38
37					5-3		11		37
36				32					36
35		14	13		5-2	7		14	35
34									34
33	3	13		30			10	13	33
32					5-1				32
31				28					31
30		12	12		5-0	6	9	12	30
29				26					29
28		11			4-11			11	28
27					4-10				27
26				24			8		26

Scoring Scales for the Fundamentals of Motor Performance—1945 (Cont.)

SCALE SCORE	THE TOP	PUSH-UPS FIVE MINUTE	SQUAT THRUST 30-SECOND*	SHUTTLE RUN 20-SECOND	STANDING BROAD JUMP*	KICK FOR ACCURACY	STRIKING	BALL HANDLING	SCALE SCORE
25		10	11		4-9	5		10	25
24				22					24
23		9					7	9	23
22	2			20	4-8				22
21									21
20		8	10	18	4-7	4	6	8	20
19									19
18				16	4-6			7	18
17		7			4-5		5		17
16				14					16
15		6	9		4-4	3		6	15
14									14
13		5		12			4	5	13
12					4-3				12
11	1			10					11
10		4	8½		4-2	2	3	4	10
9				8					9
8								3	8
7		3	7½	6	4-1		2		7
6									6
5		2		4	4-0	1		2	5
4									4
3					3-11		1		3
2		1		2				1	2
1					3-10				1
0			7	0	3-9				0

* U. S. Office of Education, "Physical Performance Levels for High-School Girls."
Education for Victory, Volume 3, No. 21, May 3, 1945.





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